



A note from Sally Weissman

3/13/01

Sorry for the delay in getting this out to you – I was on vacation and then I just got backed up with move-related activities and didn't even think about cutting checks until Ken asked about it.

Please accept my apologies.

Also, please fill out the enclosed W-9 and return it to me at your earliest convenience. Thank you

A handwritten signature in cursive script, appearing to read 'Sally', is centered below the typed text. The signature is written in dark ink and is somewhat stylized, with a long, sweeping underline.

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March 2, 2001

Gustav Heningburg
Heningburg Associates, Inc.
40 Clinton Street
Suite 700
Newark, NJ 07102

Dear Gus:

I am writing to confirm our agreement that you will serve as a consultant to the New Jersey Institute for Social Justice regarding the Essex County Construction Careers Program and other workforce related issues. As you are aware, the Essex County Construction Careers Program is a proposed collaboration of school, industry and community to facilitate the involvement of Newark young persons and adults in construction-related activity that will occur as a result of the more than \$2 billion in school construction activities that will take place in Essex County.

As we have discussed, we anticipate your involvement to focus upon providing advice to the project, attendance at periodic meetings, and assistance in coordinating the involvement of stakeholders, particularly among the trade unions. Overall, we expect your work through Phase II of the project (which is expected to take place over the next three months) will not exceed ten hours. The enclosed check in the amount of \$2500 is to reimburse you for your time and assistance. I have also enclosed the current proposal chiefly authored by Becky Doggett for your information and files.

I look forward to talking with you shortly.

Sincerely,

Kenneth H. Zimmerman
Executive Director

**ESSEX COUNTY CONSTRUCTION CAREERS
PLANNING AND DEVELOPMENT PROPOSAL**



**60 Park Place, Suite 501
Newark, NJ 07102**

**Kenneth H. Zimmerman
Executive Director**

**Rebecca Doggett
Project Consultant**

Rev. February, 2001

PROGRAM PLANNING AND DEVELOPMENT

INTRODUCTION: WHY A CONSTRUCTION CAREERS PROGRAM?

The passage of the Educational Facilities Financing Act in July, 2000, has created a unique opportunity to engage disparate sectors of the New Jersey community in collaborations that could have far reaching educational, economic and social impact.

To fulfill the mandate of the Supreme Court ruling in the Abbott v Burke decision, the State of New Jersey has launched a \$9 billion school construction and renovation program, the largest construction effort in the history of the state.

Thorough and Efficient Education in Good Facilities

This program is urgently needed for the children who are presently being deprived of a thorough and efficient education in overcrowded, obsolete and dilapidated buildings. The Supreme Court affirmed that state government has a legal obligation to ensure that children receive an education in modernized, safe schools designed for their 21st century world. The impact of the school construction program would be most positively felt in the Abbott school districts that have not only suffered from inadequate school facilities but also where families have been most economically disadvantaged.

Our vision for the children of New Jersey should include school buildings and grounds that are safe, attractive, state of the art, and are also designed to serve as community centers that bring parents and other neighborhood people together to help their children and to help themselves.

Construction as a Viable Career Option

In addition to the general educational value of new and modernized facilities, school construction should provide a career path for students who may be interested in the skilled trades, engineering, design and other construction related fields. Since school construction will be a major undertaking for at least 10-15 years in New Jersey, we have the opportunity to "grow" a whole new generation of professionals in the construction industry. The Department of Education has mandated a school-to-careers curriculum for students in New Jersey. Heretofore, the construction industry, especially in ethnic minority communities, has not been viewed as a viable option for students because of its historical exclusion of new entrants who were not personally sponsored by an existing member. That practice is still fresh in the memory of many school administrators and teachers who were a part of or witness to the civil rights struggles to reverse that exclusion.

However, the economic reality is changing the political reality of today's construction employers. The construction industry is catching up with other industries in recognizing that the

EXPLANATION OF MAJOR COSTS

1. Program Director

70,000

The Program Director position is a full time, year round position. The Director is responsible for the management of the entire Essex County Construction Careers Program. The Director should have a minimum of 5 years successful experience in program management and educational program development. Familiarity with the construction industry is highly desirable, but not required.

2. Instructional Module (20 students)

\$34,6000

The Instructional Program Module can be offered several times a year or simultaneously, based on construction industry demands and scheduling needs. The cost estimate that follows is based on a classroom complement of 20 participants.

1Instructor@ \$35 x 7 hours x 40 days		9,800
4 Special Instructors@ \$35 x 1hour x 40 days	5,600	
1 Career Counselor @ \$35 x 4hoursx 40 days	5,500	
Materials/Supplies: \$100 x 20 students		2,000
Staff Travel: .30 x50 miles x 40 days		600.
Student Stipends: 20 students x \$50 x 8 weeks	8,000	

3. Student Stipends:

8,000

Recent high school graduates and referrals from community training agencies will comprise most of the participants in the pre-apprenticeship and pre-internship courses of the Essex County Construction Careers Program. The stipend of \$50 per week will help defray travel and food costs during the 6-8 week program.

4. Technical Support

\$20,000

The need for construction industry expertise may exceed what is available on a volunteer basis. It is expected that all stakeholders represented on the Steering Committee will provide expertise to the Program. However, the need for the availability of construction industry experts will be extensive, considering the number of school districts personnel who must become engaged in the process. Outreach and orientation to 15-18 high schools, in addition to community agencies may require

aging of the work force and the shrinkage of the labor pool have created intense competition for recruiting new workers. Employers now welcome school-to-careers initiatives as a means to start early recruitment of new talent. The construction industry is now reaching out to the broader community to find its share of new talent.

School Construction as an Economic Engine for a Local Community:

The tremendous scale of school construction will dominate the construction industry for the next decade. It is estimated that one billion dollars in construction creates 20,000 construction-related jobs. Thousands of people can benefit economically from this important work. The purpose of creating Construction Careers Programs is to ensure that local residents, beginning with the children who are attending these schools, will have a chance to be a part of the economic boom. Construction Careers Programs may also extend to older workers who may already have construction experience and do not need to start at the bottom in a formal apprenticeship or internship. The scope of the program is directly related to the kind of collaborations that are developed on a local level.

Local Effort Needs State Support:

While the creation of collaborations of school districts, unions, contractors and community agencies are needed to make a Construction Careers Program work, the role of state government is also critical. As a member of the Coalition for Our Children's Schools, the NJ Institute for Social Justice has endorsed the recommendations made by the Coalition to the Economic Development Authority (EDA) concerning employment for local residents. One of the five principles of the Coalition reads:

The school construction program must be designed to provide the greatest possible number of training, employment and contracting opportunities for individuals and small businesses in the cities and neighborhoods in which schools are being constructed and renovated.

To that end, the Coalition has urged the EDA to adopt rules and regulations that not only mandate contracting with and hiring of local residents but will also provide funding for programs needed to support local participation. Funding for local pre-apprenticeship and internship programs as well as comprehensive reporting and monitoring systems are recommended.

State government must recognize that in order to achieve this very ambitious school construction program, public mandates and funding are needed to change the paradigm to a shared responsibility for ensuring that such a critical industry is replenishing and expanding itself. We cannot leave the future of this industry in the hands of industry practitioners alone. Government and community must also play a role.

I THE FEASIBILITY ACTION STUDY IS SUCCESSFUL:

During the Feasibility Action Study phase of the project, the stakeholders required to go forward agreed to be a part of the collaboration for the Essex County Construction Careers Program.

Specifically, the Essex County Building and Construction Trades Council leadership has polled the representatives of the 15 apprenticed trades in Essex County. They have all agreed to work with the community to form the collaboration needed.

In addition, five (5) school district superintendents have agreed to participate. The first step for them will be to introduce our team to the principals and guidance counselors at the building level. Each superintendent has also agreed to designate a representative to serve on the Steering Committee that will officially sponsor the Construction Careers Program. As of the first week of February, the following districts have signed on:

Belleville
East Orange
Essex Vocational
Newark
Orange

We expect that more will join as a result of a presentation that will be made to all superintendents in Essex County at their monthly roundtable meeting in mid February. Based on the solid response from stakeholders, we have concluded that the Feasibility Action Study has verified that there is extensive support and enthusiasm for jointly sponsoring the Essex County Construction Careers Program.

II. WHAT IS THE ESSEX COUNTY CONSTRUCTION CAREERS PROGRAM ?

The Essex County construction Careers Program is a collaboration of school districts leaders, construction industry leaders and community agencies who have come together to ensure that young people in Essex County are successful in their efforts to enter all phases of the construction industry. The program will offer:

- 1) A Pre-Apprenticeship Program for high school graduates who wish to enter a skilled construction trade. The Pre-Apprenticeship Program is backed up with commitments of apprenticeship slots from cooperating trade unions and with job retention support services from cooperating community agencies.
- 2) Internships for high school graduates who plan to enter college or advanced training in construction related careers such as engineering, design, and construction management. Participating employers will offer internships to college bound and in-college students to back up the Internship Program

3) **School to Construction Careers Curriculum**

Participating school districts will have access to experienced construction industry professionals who will help them develop an effective orientation and training program for classroom and guidance staff. Elementary and secondary students will be introduced to the benefits and requirements of the industry in a realistic but accessible manner.

4) **Pre-Employment Program for Local Residents**

Local residents who may have some construction experience will participate in a pre-employment program to increase their chances of on-the-job success. Areas such as literacy, math, construction terminology and procedures and life skills will be offered to adults who want to work in the industry, but are not eligible for or interested in entering an apprenticeship program. The Pre-Employment Program will be backed up by a collaboration agreement that the trades will offer union membership to construction workers who perform satisfactorily for 30 days on the job.

III. BUILDING THE ORGANIZATIONAL INFRASTRUCTURE

This phase of work entails the establishment of the Steering Committee to serve as sponsor of the Program. The Steering Committee not only serves as the mechanism for all stakeholders to have input in the planning and implementation of the program, but also provides a mechanism for stakeholders to pool the resources necessary to implement the program.

At minimum, the Steering Committee should include a representative from each of the participating school districts, each participating trade union, community agencies, and construction employers.

The major responsibilities of the Steering Committee shall be to:

- *Provide oversight and support to the staff and consultants hired to implement the Program.

- *Review and ratify apprenticeship and internship slots that have been committed by the industry

- *Review and revise, if needed, the outreach and recruitment program to be implemented in the schools.

- *Identify and obtain the funding and organizational commitments sufficient to initiate the first pre-apprenticeship and pre-internship program in summer, 2001. The most likely funding sources will be School to Careers (Department of Education), NJ Economic

Development Authority(EDA) and the Essex and Newark Workforce Investment Boards(WIBs)

By the end of April, we hope to have identified a full time Project Director to begin setting up the summer program and helping to design the year-round program.

IV. RECRUITMENT AND OUTREACH TO STUDENTS:

During the months of February through May, extensive time will be spent to introduce the program first to school personnel and then to the students in the respective high schools. Our target populations for the summer 2001 Program are high school seniors who will be graduating in June, 2001. Based on the five-(5) school districts already on board, this represents about 20 high schools (the Newark Public Schools have 13).

The Project Consultant will team with the Trade Union Consultant or other union members to visit schools to talk to school personnel and students about the requirements and benefits of a construction industry career. Each school will be given a recruitment packet as a resource.

A key event in the recruitment phase is the **Construction Industry Career Day** that will be held on Saturday, March 31, 2001, at the Liberty State Park in Jersey City. Essex County students will be encouraged to attend with their parents so that they can meet representatives, learn more about the opportunities and meet other students who have an interest in the field. This statewide event is being co-sponsored by the NJ Building Contractors Association and several other construction industry associations.

V. CONSTRUCTION INDUSTRY COMMITMENTS:

The Trade Union Consultant will have major responsibility for ensuring that each trade has reserved apprenticeship slots for high school graduates who have completed the Summer , 2001 Pre-Apprenticeship Program. The reservation of slots is not to be treated as a guarantee but as a commitment to the participants that a real career is available to them if they hold up their end of the arrangement.

The Project consultant will work with existing internship programs to identify companies that will offer internships to high school graduates during the summer, 2001. If they successfully complete the 2001 internship, they would be considered first for subsequent summer or after class opportunities.

VI. BUDGET NARRATIVE (FEBRUARY-MAY, 2001)

The program planning and development phase will solidify the commitments made in the feasibility phase. The timetable indicated corresponds to dates that candidates can apply for the apprenticeships and internships offered by the industry.

The tasks and costs described below are associated with the planning and development phase of work. The tasks and costs for implementation are included as Attachment A for information purposes.

PROJECT TASKS AND COSTS:

- 1) Maintain contacts with unions and construction employers to ensure that enrollment commitments are implemented. For the first year, a minimum of five trades and four employers has been targeted.
- 2) Work with school administrators to recruit student candidates. At present twenty high schools will be targeted for the summer 2001 program.
- 3) Work with community agencies to obtain retention services for enrolled apprentices and interns.
- 4) Identify community-based organizations that are interested in participating in the Pre-Employment Program for local residents.
- 5) Establish and convene the Essex County Construction Careers Joint Steering Committee. The Steering Committee will include representation from all stakeholders. A Memorandum of Understanding will be signed by each participating entity.
- 6) Pursue funding sources for program implementation.
- 7) Begin search for the staff director.

Cost Estimates (February-May, 2001):

Project Consultant: 20 weeks x 10 hours x \$150	30,000
Building Trades Consultant 20 weeks x 2 hours x \$200	8,000
Program Materials/Supplies (printing, mailings,etc)	<u>2,000</u>
TOTAL	40,000

ATTACHMENT A

PHASE 3: PROGRAM IMPLEMENTATION

As part of the Phase 2 Scope of Work, Project Consultant will assist the Steering Committee to obtain funds to hire a full time Program Director. The Director will be responsible for the overall management and operation of the Essex County Construction Careers Program. The Steering Committee can decide to designate an existing agency to manage the program or may opt to directly operate the program.

It should be emphasized that funding for Phase 3 (implementation) should come from permanent, operations sources. Possible sources are the Department of Education (School to Careers), Treasury, EDA (Abbott construction financing) and the Workforce Investment Act.

Program Tasks:

- Develop the curriculum required for the pre -apprenticeship and pre-internship program.
- Recruit and supervise instructors and counselors.
- Locate classroom space and obtain needed supplies.
- Maintain regular contact with the union sponsored apprenticeship school leaders
- Maintain regular contact with the schools and agencies who have referred candidates.
- Conduct an on-going marketing campaign to recruit candidates.
- Conduct an on-going marketing campaign to obtain additional apprenticeship and intern commitments.
- Supervise a retention program to provide support to enrolled apprentices and interns.

BUDGET NARRATIVE

Program Director		70,000
Office Support		30,000
	Fringe Benefits (30 %)	30,000
Director Travel	30 x 50 miles x 200 days	3,000
Technical Support		20,000
Materials/Supplies		5,000
Instructional Module		<u>34,600</u>
	TOTAL	192,600